**Ideas for Lessons**

**Utilizing the Gallery Essentials and the Lesson Activity Toolkit**

**One of these ideas will be the lesson that you will teach on Friday.**

**That lesson must have an original notebook file.**

**Lesson 1:**

**Identify one learning goal** for the class period. Choose a specific, measurable goal that supports your goals for the course.

***> Students will be able to define the concept of improvisation within the context of jazz music.***

**Prior Knowledge and Skills:** what should your students have done, prior to this class, to be ready for class? What skills will they need to have mastered; what terminology or background information will they need to know?

***> Students will need to be familiar with the instruments that come up in the presentation along with basic musical concepts of beat, rhythm, melody, style, etc. Some familiarity with blues, ragtime, and spirituals would also be helpful.***

**Brainstorm possible activities** that would satisfy the learning goal you’ve set for the day, using appropriate teaching methods. This might be where you utilize the Gallery Essentials or Lesson Toolkit 2.0.

***> I would use Allison Friedman’s Smart Board “Jazz Lesson” (from “mustech” links). This lesson takes you through defining jazz, looks at important elements in jazz, such a “swing” and “improvisation”, and walks you through some of the major styles in jazz with sound and video clips. It also has clips featuring some of the different instruments soloing and even goes into some “jazz lingo” (you too can learn to be a “cool cat!”).***

**Choose a method of assessment:** How will you assess whether students have achieved the learning goal? This might be where you utilize the Gallery Essentials or Lesson Toolkit 2.0

***> As a follow up to the lesson I would probably create a group assessment tool on the notebook going over some of the important terms and concepts as both a review and to see how well the information has been digested by the class.*Lesson 2:**

**Identify one learning goal** for the class period. Choose a specific, measurable goal that supports your goals for the course.

***> Students will be able to define the different parts of their instrument.***

**Prior Knowledge and Skills:** what should your students have done, prior to this class, to be ready for class? What skills will they need to have mastered; what terminology or background information will they need to know?

***> There is not really any prior knowledge required. This would be a very beginning lesson for new instrumental players to become familiar with their instrument.***

**Brainstorm possible activities** that would satisfy the learning goal you’ve set for the day, using appropriate teaching methods. This might be where you utilize the Gallery Essentials or Lesson Toolkit 2.0.

***> I plan to use the*** [Band Instrument Parts](http://mustech.pbworks.com/f/Band+Instrument+Parts.notebook) ***lesson by Andy Ramos (found on the “mustech” wiki page). I would start by putting up the slide for the appropriate instrument, going through the names of the parts and having the players find that part on their own horns. Next, I would switch to the page that hides the part names and have individual students name them. As they name them I would reveal the answer (in this case by using the eraser).***

**Choose a method of assessment:** How will you assess whether students have achieved the learning goal? This might be where you utilize the Gallery Essentials or Lesson Toolkit 2.0

***> The assessment would be the students “filling in the blanks” for the 2nd page with the hidden answers.***

**Lesson 3:**

**Identify one learning goal** for the class period. Choose a specific, measurable goal that supports your goals for the course.

***> Students will become more familiar with reading pitches on the treble clef staff.***

**Prior Knowledge and Skills:** what should your students have done, prior to this class, to be ready for class? What skills will they need to have mastered; what terminology or background information will they need to know?

***> Prior knowledge for this lesson could vary. It could be used to introduce the notes, or to reinforce and review.***

**Brainstorm possible activities** that would satisfy the learning goal you’ve set for the day, using appropriate teaching methods. This might be where you utilize the Gallery Essentials or Lesson Toolkit 2.0.

***>The lesson is based around the interactive smart notebook page*** [Treble Clef Notes](http://mustech.pbworks.com/f/Notes+Treble.galleryitem) ***by Andy Ramos (from the musictech wiki page). He has created a treble clef staff with all the notes below (black circles filled with the 7 letters). The “note circles” can be moved onto the staff individually (for note teaching or identification) or in any combination (for note “word spelling”, creating a simple line, etc.). The program is set to move each note separately but could be easily adapted to “infinite cloner” mode so you could double notes if needed or put notes on the staff and delete to clear instead of moving back off the staff.***

***> One note of warning! If you already have a notebook document open this will just add itself as the first page on that file. You can easily erase the page when you’re done though.***

**Choose a method of assessment:** How will you assess whether students have achieved the learning goal? This might be where you utilize the Gallery Essentials or Lesson Toolkit 2.0

***> Assessment would depend on the specific activity you use this with but it is certainly usable for both group and individual assessment.***

**Lesson 4:**

**Identify one learning goal** for the class period. Choose a specific, measurable goal that supports your goals for the course.

***>Students will be able to place a musical composition in (or near) the right musical time period.***

**Prior Knowledge and Skills:** what should your students have done, prior to this class, to be ready for class? What skills will they need to have mastered; what terminology or background information will they need to know?

***> This could be used as a pre-test to a music history unit or as a post-test. Obviously for a post-test they would need a familiarity with the musical periods, some of the main composers, and some of the characteristics of the music that can help you place a piece of music in the correct time period by listening.***

**Brainstorm possible activities** that would satisfy the learning goal you’ve set for the day, using appropriate teaching methods. This might be where you utilize the Gallery Essentials or Lesson Toolkit 2.0.

***> I would set up a quiz on notebook for the SMART Response system with four different time period attached to A/B/C/D. I would then play a piece of music (either from my iPod or from sound files attached to the quiz by links) and the students would input which period they think the piece is from.***

**Choose a method of assessment:** How will you assess whether students have achieved the learning goal? This might be where you utilize the Gallery Essentials or Lesson Toolkit 2.0

***>The assessment is (wonderfully) built into the SMART Response system. For the pre-test I would set it up in anonymous mode and have the class look at the results. The post-test I might do anonymously so the class can see the change in the results or set up for the class so I can use it in my grading.***

**Lesson 5:**

**Identify one learning goal** for the class period. Choose a specific, measurable goal that supports your goals for the course.

***>Students will be able to understand that you have to have exactly 4 beats in a measure of 4/4 time.***

**Prior Knowledge and Skills:** what should your students have done, prior to this class, to be ready for class? What skills will they need to have mastered; what terminology or background information will they need to know?

***>Students will already have learned how many beats are in each kind of rhythmic notes and have discussed that there should be 4 beats in a measure of 4/4 time.***

**Brainstorm possible activities** that would satisfy the learning goal you’ve set for the day, using appropriate teaching methods. This might be where you utilize the Gallery Essentials or Lesson Toolkit 2.0.

***>This lesson is based on the*** [**Measure\_Up.notebook**](http://mustech.pbworks.com/f/Measure_Up.notebook) ***by Tari McKee (on the musictech wiki page), which has a spinner that chooses a rhythm value, trying to create a full measure of 4 beats. You split into teams and the winning team is the one that gets exactly 4 beats in their measure. Each time you get a rhythm the students have to slide the rhythm into the measure. I would use this with my 4th graders as they are getting ready for their composition project to reinforce the concept of 4 beats per measure.***

***I would adapt the program slightly, particularly eliminating sixteenth notes and possibly adding rests. Overall, though, I think this would be a fun way to let the kids become more familiar with beats per measure.***

**Choose a method of assessment:** How will you assess whether students have achieved the learning goal? This might be where you utilize the Gallery Essentials or Lesson Toolkit 2.0

***>There isn’t really any assessment built into this lesson other than observing the group during the activity and observing how they use the information as they start their compositions.***